



**Relevant Topics:**

Native Americans, Cherokee, Trail of Tears, Andrew Jackson, White Settlement,

**Suggested Time:** 1-3 Class Periods

**Grade Level(s):** 2<sup>nd</sup>, 8<sup>th</sup>, 11<sup>th</sup>

**Standard(s):**

**NCSS:**

**Elementary:**

- I. Culture (d)
- II. Time, Continuity, & Change (c)
- III. People, Places, & Environments (h)

**Middle:**

- I. Culture (d)
- II. Time, Continuity, & Change (b,c)
- III. People, Places, & Environments (h)

**High:**

- II. Time, Continuity, & Change (b,c)
- III. People, Places, & Environments (h)
- VI. Power, Authority, and Governance (a,b)

**GPS:**

**SS2H2 :**

The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. **(ALL STRANDS)**

**SS8H5:**

The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840. **(STRAND D)**



**SSUSH7:**

Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it. **(STRAND E)**

**Essential Question(s):**

1. What defines sovereignty over an area?
2. How does culture define a group of people?

**Learning Objectives:**

1. (List/Summarize/Explain) the circumstances of the Cherokee Removal.
2. Analyze traditional stories of the Cherokee people.
3. (Describe/Discuss) the experience of the Cherokee people on the Trail of Tears.

**Brief Description of Content:**

This lesson will allow students to understand the Cherokee Removal from the state of Georgia and the introduction of white settlement into the previously occupied territory of North Georgia. Students will also gain an understanding of cultural elements of the Cherokee tribe through use of traditional stories and the experience of the Trail of Tears using a primary document. The lesson will help students to better comprehend the practices of a trade and barter system commonly used by early settlers.

**Assessment(s):** Whole Group/Partner/Individual Q&A, Simulated Activity, KWL

**Materials:**

**Kennesaw Mountain's Early People ; The Legend of the Cherokee Rose ; The Legend of the Corn Bread ; Birthday Story of Private John G. Burnett ; Primary Source Document Analysis Form**

**Instructional Methods:****Hook:**

Have students create a KWL chart listing what they know and want to know about the Native Americans of Georgia. Small/Whole group discussion may follow regarding this information.

**Content:****Activity 1: Kennesaw Mountain's Early People Reading**

1. Have students work individually, in pairs, or in groups to read **Kennesaw Mountain's Early People** and work cooperatively to find the answers to the following questions. Questions can also be used to facilitate whole group discussion.
2. **Questions:**
  - Define the term nomadic.
  - What two factors led to the forced removal of the Cherokee people?
  - Why do you think the Trail of Tears is known by this name?
  - List the states that were included in the Cherokee nation.
  - Why did the Cherokee people make their society more similar to that of white people?
  - Which of the cultural mores surprised you most? Why?
  - What was the name of the Supreme Court case involving the Cherokee land?
  - Where did the Cherokee people go?
  - How large were the plots of land given to the white settlers?
  - **WRITING PROMPT:** If you were a Supreme Court Justice for *Worcester v. Georgia*, how would you have voted? For or against the Cherokee? Why?

**Activity 2: Traditional Stories of the Cherokee Nation**

1. Introduce the students to the traditional stories of the Cherokee people by explaining that each culture throughout time sought to explain natural phenomena. Today we call these stories myths or explained through mythology. The Cherokee people were no different.
2. Have the students read [\*\*The Legend of the Cherokee Rose\*\*](#) and [\*\*The Legend of the Corn Seed\*\*](#). This task can be done individually, in pairs, or in groups.
3. Using the assigned structure from point 2 (individual, pairs, or groups), instruct the students to write their own traditional story explaining a natural phenomenon.

**Activity 3: Primary Source Analysis - Birthday Story of Private John G. Burnett**

1. Have students work individually, in pairs, or in groups depending on your classroom to read [\*\*Birthday Story of Private John G. Burnett\*\*](#).
2. Use the [\*\*Primary Source Document Analysis Form\*\*](#) (and the corresponding questions/writing prompts included below) to analyze the primary source. Questions can also be used to facilitate whole group discussion.

**Questions:**

- How did the narrator become acquainted with the Cherokee?
- What was his station in the Army when the Cherokee were removed?
- Why was he sent to help?
- How do you think Burnett felt about the removal of his friends, the Cherokee?
- How does he describe the Cherokee people?
- How does he describe the journey?
- Who did Burnett have problems with? Why?



- According to Burnett's account, how many people died during the journey?
- What is the significance of Chief Junaluska?
- Explain the significance of the following quote from Chief Junaluska: "if I had known at the battle of the Horse Shoe what I know now, American history would have been differently written."
- How did the Cherokee fighting with the Confederate Army remember Burnett?

#### **Activity 4: Trail of Tears**

1. For full lessons on the Trail of Tears, go to the following website:

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118trail.htm>

#### **Activity 5: Early Settlers Trade and Barter Economy**

1. Have students work in groups of four in order to participate in an activity simulating the trade and barter economic system on the frontier **Trade and Barter** Activity. Students must figure out how to trade services and tools with their other group members so that everyone has the items they need to complete the task.

#### **Conclusion:**

Have the students complete the KWL chart by filling in what they have learned about the Native Americans of Georgia.

#### **Additional Resources:**

\* For more information about the Cherokee Nation, go to the following website:

1. <http://www.cherokee.org/AboutTheNation/History/Facts/24451/Information.aspx>



**Citation:**

1. <http://www.cherokee.org/AboutTheNation/KidsArea/TraditionalStories/24593/Information.aspx>
2. <http://www.cherokee.org/AboutTheNation/KidsArea/TraditionalStories/24597/Information.aspx>
3. <http://www.cherokee.org/AboutTheNation/History/TrailofTears/24502/Information.aspx>